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A comprehensive approach to the education of all youngsters according to their needs is a unique feature of the Flint Community Schools' instructional program. Four different plans comprise a special organizational structure for all grade levels. The first three grades are involved in the Primary Cycle which replaces the traditional first, second, and third grades with groups, arranged by reading ability, which proceed through 10 levels of reading at their own speed. Grades four, five, and six are affected by the Intermediate Cycle in which children are grouped for both reading and arithmetic. Arithmetic is taught as a special subject and all language arts are treated as homeroom subjects. The third plan is the Common Learnings program at the junior high school level, involving block learning where two or more subjects are taught during the same class period. Finally, the House Plan is an administrative program in which junior and senior high school students are grouped into "houses," each with its own staff of teachers.

Within the organizational plans are special instructional programs. Programs for the talented child are offered at all levels with science and mathematics classes for elementary pupils and special humanities and science intensive courses on the secondary level. Talented art, music, and drama students may participate in special workshops and classes. The low achiever is also offered special programs and a reading clinic is available for remedial instruction. Other special programs include a work experience program, cooperative occupational training, mentally and physically handicapped classes, and management training for girls.

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M H - Handbook for Parents

ED002399

Programs for Individual Differences in the Flint Community Schools

RECEIVED
AUG
CURRICULUM LABORATORY
California State Department of Education

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Introduction

The Flint Board of Education is broadening the scope of its educational enterprise with strong and growing public support and with the aid of Mott Program funds for experimental purposes. In addition to improving regular instructional programs, Flint's schools have developed expanded programs in three areas: (1) instruction providing for individual differences, (2) pre-service and in-service education, and (3) the community school concept.

This booklet briefly describes the programs in the first area.

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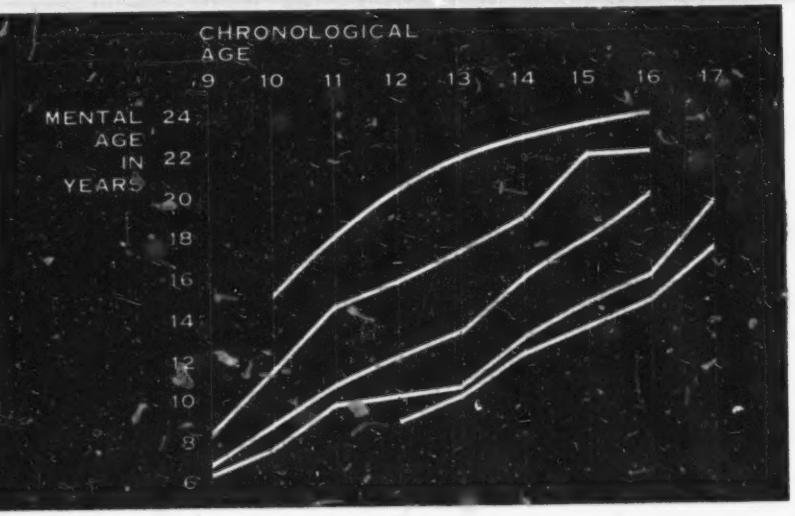


The Concept of Individual Differences

The individual curves of the five typical children used in the above chart graphically demonstrate an established fact of research; namely, that children progress mentally at different rates of speed. Further, the mental growth pattern for most children is uneven, moving by fits and starts.

Parents can best understand these facts of mental growth if they compare them to the facts of children's physical growth. Physical and mental growth both follow uneven patterns.
Schools have long recognized these facts. However, the traditional instructional program used in most schools operates as if all children progressed at a continuous rate of speed from kindergarten through 12th grade.

A forward-looking instructional program must take into consideration the facts of mental growth and build a curriculum that will provide for the individual differences of children.

The programs listed in this booklet cover all school levels and all types of children from the mentally handicapped to the talented child. It is this comprehensive approach to the education of *all* youngsters according to their needs that is the unique feature of Flint instructional programs.

The Primary Cycle

Definition – The primary cycle, a mobile plan of grouping with major emphasis on reading, replaces the traditional first, second, and third grades. Children are grouped in terms of readiness after completing kindergarten, and then proceed through 10 levels of reading at their individual speeds.

Organization -- The children, first grouped in terms of readiness into different classrooms, are further grouped within the rooms during the first few weeks of school. A teacher handles a maximum of three reading groups. In September of the first cycle year, all groups begin with the first reading level. They then progress according to their ability to achieve. As a pupil either falls behind or goes ahead of his group, he may be shifted to another group or to another classroom.

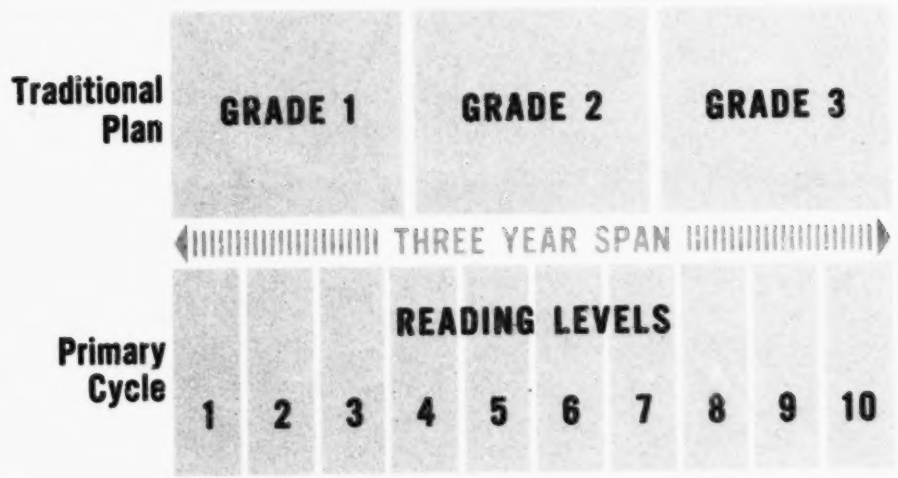
A child finishing the 10 levels of reading before the end of the third year is given enrichment work in other subject fields. A child not finishing the required number of levels by the end of the third year may remain a fourth year in the cycle. He does not have to repeat what he has already done; he merely begins next year at the level where he left off and goes on from there.

Reading materials have been evaluated by teachers and administrators and placed in various levels. New books are bought in sets of 20 rather than in sets large enough to supply an entire grade.

Science, arithmetic, and the other traditional subjects are taught in the regular way.

Reporting to Parents – On the back page of the primary cycle report card is a 10-line chart which the teacher uses to indicate the child's reading level progress. In addition to sending home a report card three times a year, primary cycle teachers schedule two individual parent-teacher conferences.

Background – In September 1956, Washington Community School, after extensive study of the operation of the "ungraded primary" in other school systems, initiated the primary cycle as an experiment. The enthusiastic evaluation of the cycle given by staff and parents of Washington School prompted the Flint Board of Education in June 1958 to authorize the administrative staff to establish the primary cycle in all schools within a reasonable period of time.



Upper Elementary Experiments

Intermediate Cycle – For the children at Washington Community School who have completed the three years of the primary cycle successfully, an experimental program called the intermediate cycle has been set up for grades 4, 5, and 6. Children are grouped for both arithmetic and reading in the new cycle. This is done by teaching arithmetic as a special subject and all language arts as homeroom subjects.

Lincoln School Experiment – After a study of the Joplin, Missouri reading experiment, Lincoln Community School organized a similar program for its upper elementary students. Each morning, students from grades 4, 5, and 6 trade places for 45 minutes with schoolmates of a different grade level. This exchange allows students to take part in reading classes geared to their individual reading levels. The makeup of the groups may change as certain students progress or regress in reading. Report cards indicate the reading grade level next to the letter grade.

Common Learnings

Definition – The junior high common learnings program is carried on during blocks of time (3 hours in 7th grade, 2 hours in 8th grade). The program contains two major features: 1) Two or more subjects are taught during the class period, and, in many classes, the subject matter lines are broken down with all subject skills being brought to bear on a particular interest or problem. 2) The teacher takes care of homeroom activities and provides guidance during the class period.

Subject Matter – The seventh grade common learnings class includes English, social studies, health, and effective living. Effective living is taught approximately one hour a week during which time students, parents, and teachers participate in classes designed to encourage the child's social, emotional, and moral growth.

The eighth grade common learnings class includes social studies and English.

English and social studies skills can be combined in one unit of instruction very naturally. For example, a unit on India might involve skills in geography, writing, reading, spelling, and even move into areas of health, art, and music. Complete integration of subject matter is, of course, not practical. The degree of integration depends on the experience and background of both the class and the teacher and on the subject of interest.

Basic skills are still taught directly as part of the program, and drill work is included.

Guidance – The three-hour block of time in the seventh grade and the two-hour block of time in the eighth grade make possible more effective teacher guidance at this difficult age when children are moving from the close teacher-pupil relationship of the elementary school to the departmental setup of the high school.

Class meetings and classroom committee work give the teacher the opportunity both to observe and to guide the children toward healthy democratic attitudes. Some common learnings teachers work with their pupils in planning the classwork and the operation of the homeroom.

Background – Longfellow and Emerson Community Junior High Schools began common learnings programs in 1957. In 1958, the new Bryant Community Junior High School was chosen as the pilot school for the new junior high program of which common learnings was just a part. In 1959, all junior high schools had common learnings programs.

BRYANT JUNIOR HIGH SCHOOL PROGRAM

Class Period	1	2	3	4	5	6	7
7th Grade	COMMON LEARNINGS			Lunch Activities	Mathematics	Gym, Art, or Music	Industrial Arts, or Homemaking
8th Grade	COMMON LEARNINGS		Science	Lunch Activities	Mathematics	Gym, Art, or Music	Industrial Arts, or Homemaking
9th Grade	English	Social Studies	Mathematics	Lunch Activities	Science & Gym	ELECTIVES Latin, French, Homemaking, Industrial Arts	ELECTIVES Speech, Band, Art, Glee Club, Orch.

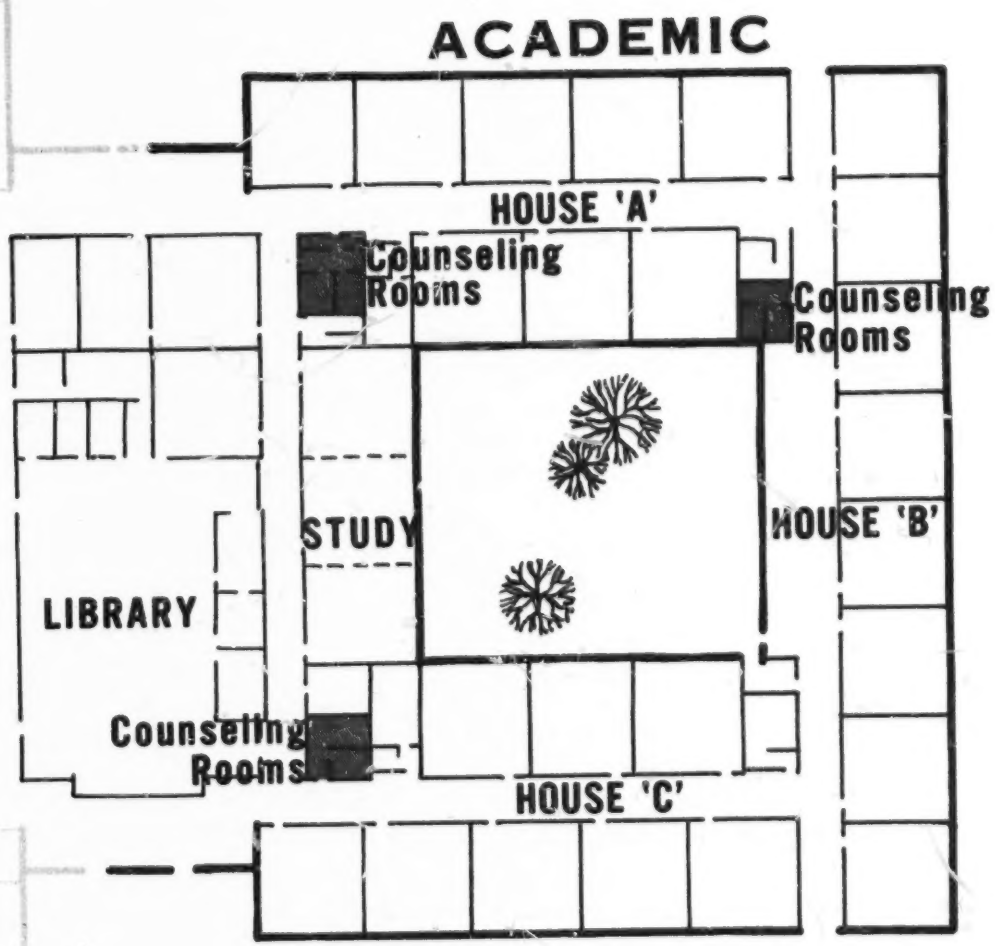
The House Plan

Definition – The house plan is an administrative plan for the junior and senior high schools in which students are grouped into "houses," each with its own staff of teachers and, in most cases, with a teacher-aide to help with clerical work. For three years, pupils and teachers remain together and maintain a close relationship. The plan permits the teacher to give more effective guidance, and also gives the student in a large school a sense of "belonging."

House Area – The students have their academic classes within the house area, but move to other parts of the building for special classes, such as physical education and music. Each house has a teacher chairman who holds meetings of the house teachers periodically to discuss student progress and the instructional program.

Counseling Room – Each house has a specially equipped counseling office where many of the counseling, administrative, and clerical duties are carried out.

Background – The house plan was first tried at Longfellow and Emerson Community Junior High Schools in 1957. In 1958, Bryant Community Junior High School was organized on the house plan; and in 1959, the new Southwestern Community High School, designed with the plan in mind, was organized into three "houses."



Programs for the Talented Child

Definition – The program provides enrichment classes in science and mathematics for talented upper elementary and junior high school students. The classes are given during the regular school day by a special teacher.

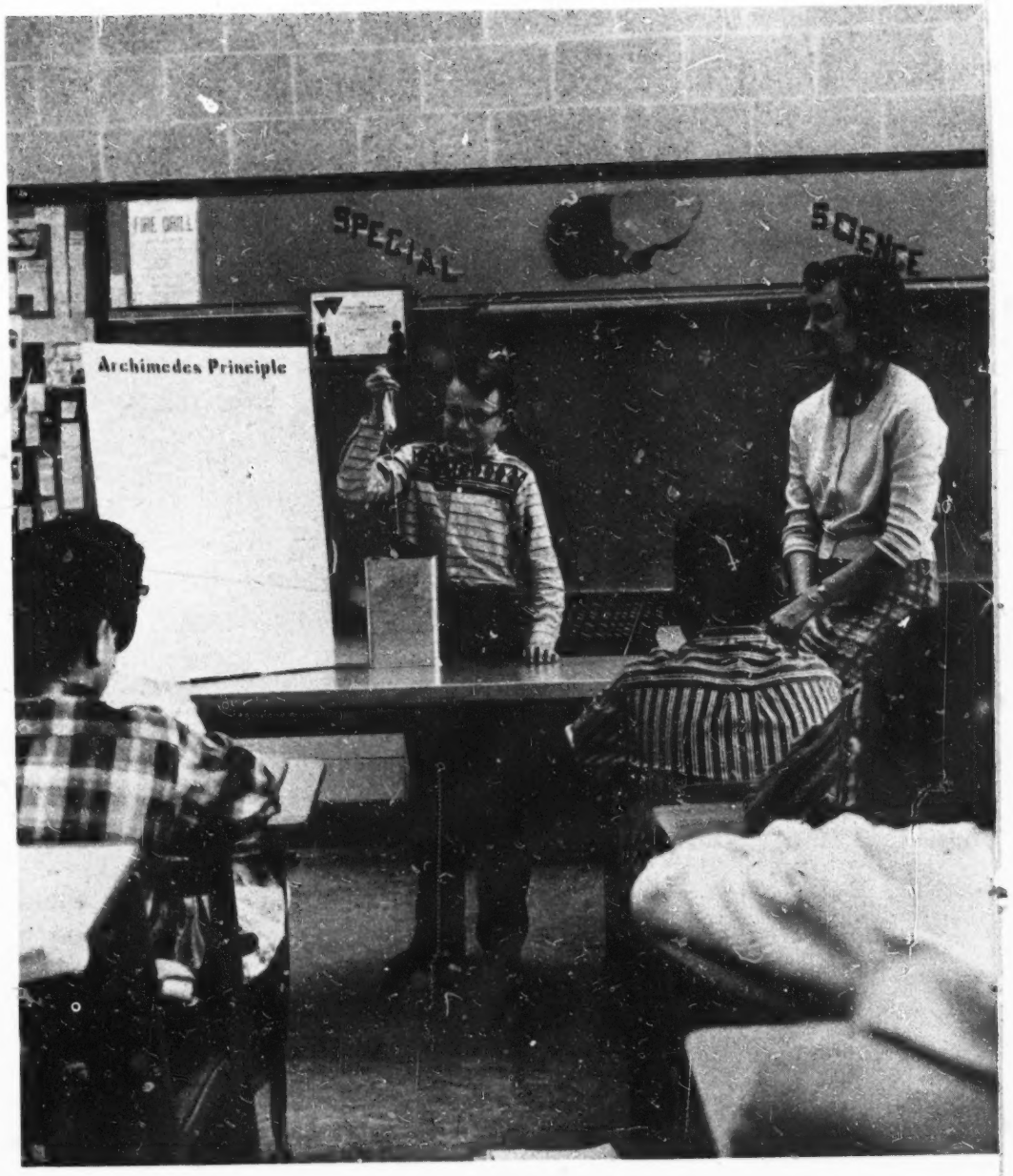
Organization – Elementary Program: Selected students are taken out of the regular classrooms two half days a week — one morning and one afternoon — to meet with a special teacher. Grades 4-5-6 meet in one class. There are 12 centers geographically located so that they are easily accessible to all children. Each of the three special teachers covers four centers on a rotating schedule. They all have Wednesday free to collect materials and prepare for their classes.

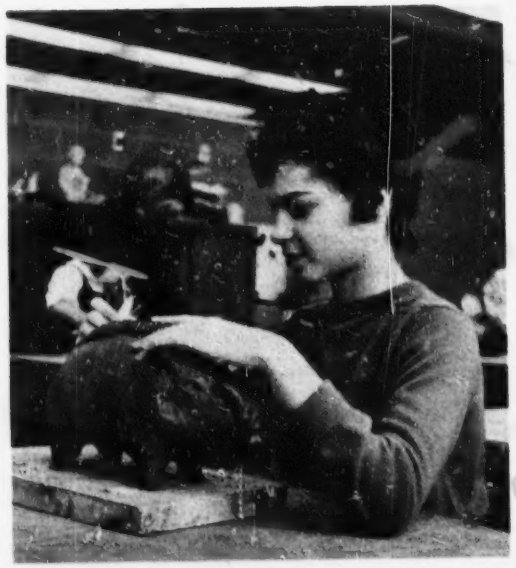
Junior High Program: Selected students meet for a two-hour block of time every other day. Grades 7-8-9 are together in one class. Each of Flint's seven junior high schools has one or more talented child classes.

Instruction – The subjects studied are science and mathematics. These two subjects were selected because of the demand in the Country for skilled people in these fields, because of the immediate reality of such themes as "Science Around Us", and because all skills could easily be involved in the project work (e.g., oral and written presentations).

The classes are unstructured and emphasis is put on individual research and initiative. They are designed to provide enrichment rather than to duplicate what is already going on in the regular classroom. Students are expected to carry on the full program in the regular classes.

Background – In 1954, the first four classes were organized on





the upper elementary level. In 1956, the program was extended to the junior high level; and in 1958, the high school intensives and college credit program provided a further extension.

Programs for the Talented in Art, Music and Drama

Talented art students from grades 4-12 move to the DeWaters Art Center for after-school and Saturday classes in two- and three-dimensional art. Four students are selected from each school to participate in the program.

For the musically talented, there are varied vocal and instrumental activities. Some of the special activities include an Elementary Symphony Orchestra (grades 4-6), a Youth Symphony (grades 7-12), Sunrise Singer groups which meet a half hour before or after school twice a week (grades 5-6), various summer musical programs, and special instrumental instruction.

Dramatically talented children (grades 4-9) may practice the thespian arts in after-school or Saturday Children's Theater classes. Emphasis in the classes is on creative dramatics, formal theater, and puppetry. For children in grades 2 and 3, there are weekly after-school or Saturday creative dramatics classes. For all junior and senior high school students, there are classes in speech, dramatics, and radio.

Intensives and Advanced College Credit Programs

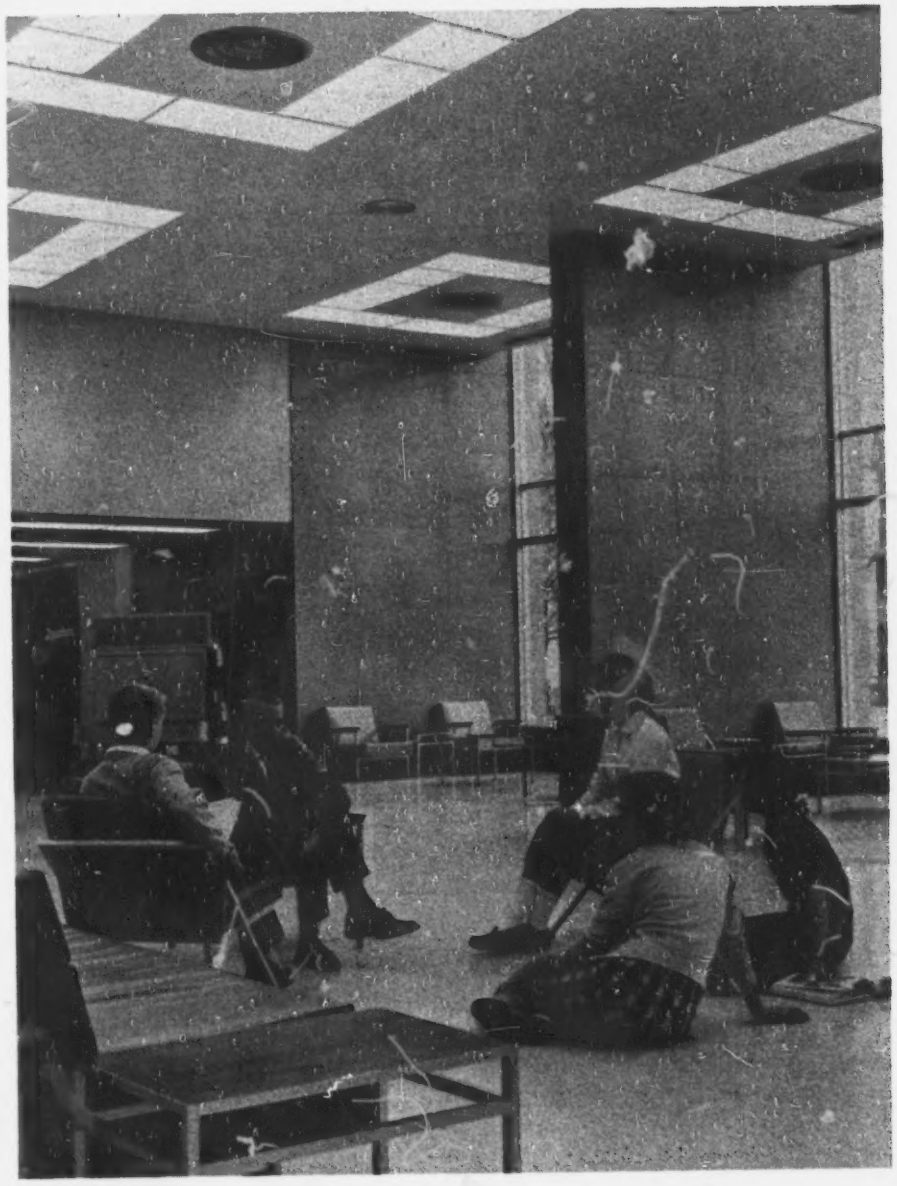
Definition – The intensives program is a natural extension of the elementary and junior high school talented-child program. Intensives are high school classes for the academically talented in the fields of humanities and science in which two semester courses are completed in one semester. Advanced college placement courses are offered in the senior year.

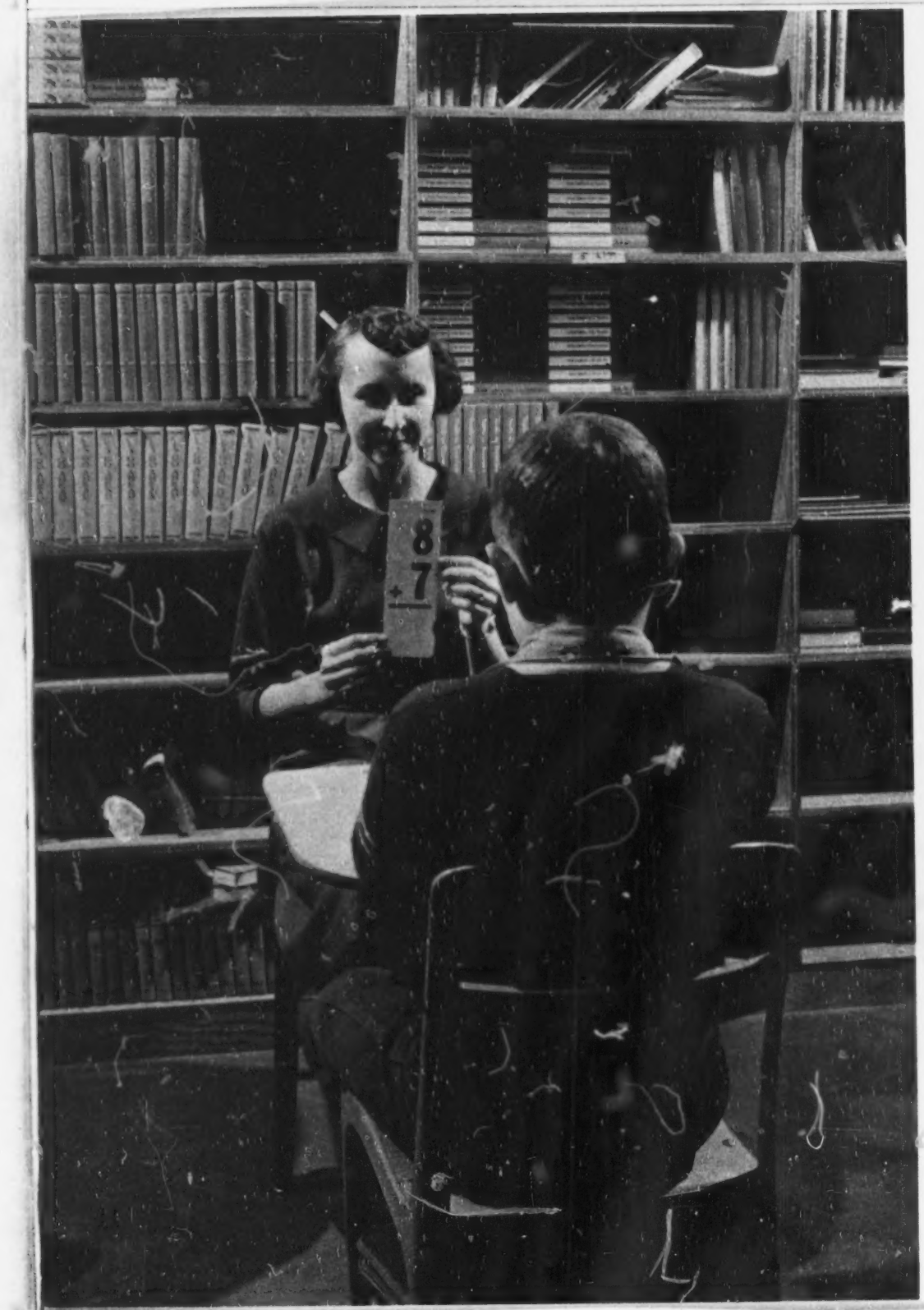
Organization – The 10th grade humanities course consists of Early European History I and II and Modern European History I and II; the science course, of Biology I and II and Chemistry I and II. The 11th grade humanities course consists of English V and VI and Senior English and English literature; the science course, Algebra III and IV and Trigonometry and Probability and Statistics. Ordinarily, a student would take two semesters to complete the work in one of these science or humanities subjects. In the intensives, the work is completed in one semester. Students may take one or two intensives a year according to their academic strengths. In any case they must complete an equal number of science and humanities courses.

Selection of Students – Students selected for these special courses are carefully screened through record of past performance and testing for general ability. Selected students must have the recommendation of their teachers and the full consent of their parents.

College Credit Courses – Students receive double credit for the intensive courses, and are thereby able to carry some college level work during the senior year in high school. The college courses are offered by instructors from Flint Community Junior College, and students receive college credit for them. Students, are not certified for graduation, however, until the end of their senior year.

Background – The program began in all three senior high schools in the fall of 1958.





Low Achiever Program

Definition – The low achiever program offers small-group reading and arithmetic instruction to low achieving pupils in grades 4, 5, and 6.

Organization – In order to be eligible for this program, a child must be two or more years retarded in reading and one and one-half years retarded in arithmetic compared to grade placement and must have an IQ of 80 or above. Teachers submit to the principal the names of potential candidates for the program. The principal and the low achiever teacher decide together which children are eligible. Parents are informed of the selection of their child and are asked for permission to give the service.

The children are taken out of the classroom for half-hour daily instruction given by specially trained remedial teachers. The usual weekly schedule calls for three periods of reading and two periods of arithmetic. The low achiever teacher attempts, whenever possible, to schedule the classes at the same time that reading or arithmetic instruction is given in the regular classroom.

The classes number seven pupils or less.

No grades are given by the low achiever teachers. They confer regularly with the classroom teacher and the principal to keep them informed of the child's progress.

Background – The program began in 1954 in six elementary schools.

Summer Remedial Program – Special remedial classes in reading and arithmetic for grades 3-8 are offered during the summer.

The Reading Clinic

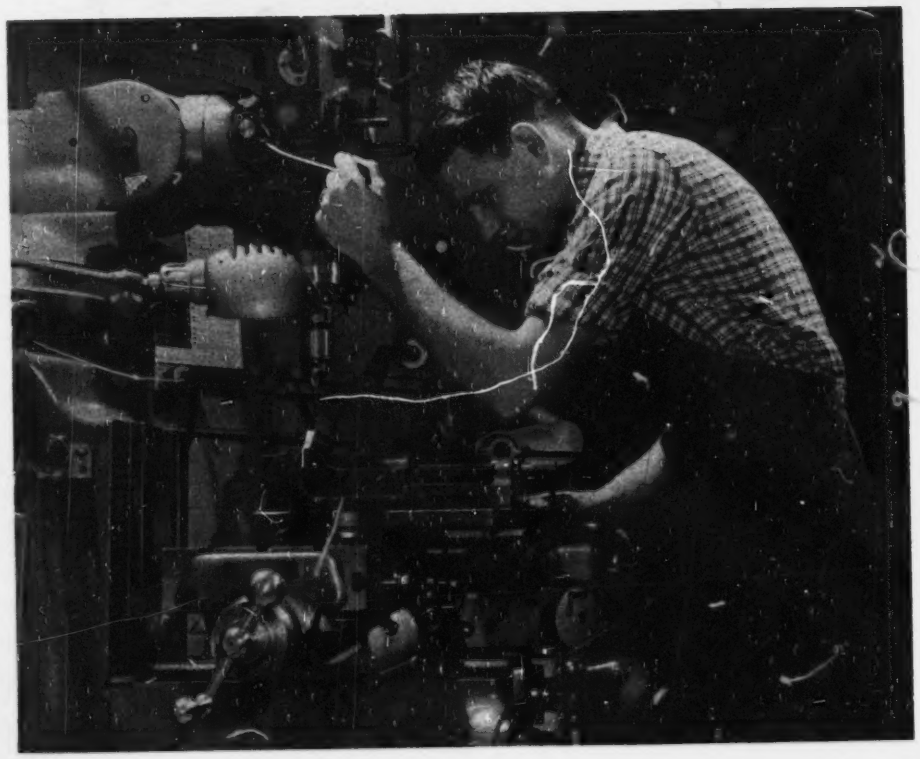
For non-readers, the head of the low achiever program conducts a reading clinic. Children are referred to the clinic by the schools. The clinic tests the referrals and then returns a diagnosis. If the diagnosis reveals that the child is a non-reader and in need of special help, the school contacts the parents. The parents are asked to transport the child to the clinic three times a week for one-hour periods. During this clinical training, the child is worked with individually or in a group of not more than four. The clinic teacher decides when the child has received the necessary help. She then withdraws the child from the clinic and recommends a program for the child to follow in the regular school program.

Work Experience Program

The Work Experience Program provides work experience and counseling for boys of junior and senior high school age who are potential dropouts. Boys attend classes half days in a specialized curriculum adapted to their interests and abilities. The remainder of the school day is spent with a work experience instructor who assigns them to various activities, such as making instructional aids for elementary schools; repairing and refinishing furniture; learning maintenance skills; laying tile, brick, and block; performing yard and athletic field maintenance; landscaping, and others.

Hamady House

Hamady House offers home management training for senior high school girls. Hamady House is a large country mansion given to the schools by a local merchant for use by the Stepping Stone program, a program designed to teach girls the arts of gracious living. The girls spend two hours away from the high school each day — one and one-half hours at Hamady House and a half hour traveling. The training program is an elective taken mainly by girls who, at the time they enroll in it, are not planning to enter college.



Cooperative Occupational Training & Placement Service

Definition – The Cooperative Occupational Training and Placement Service provides a method of helping high school seniors obtain job experiences and training while attending school. Job training may be secured in the areas of office occupations, sales and retailing, or trades and industry.

Organization – Any high school senior who is 16 years of age and can demonstrate an aptitude and interest for a specific kind of work, may qualify for the program providing he has the approval of his counselor and the consent of his parents. By working a minimum of 15 hours per week and following a planned program of on-the-job instruction, a student may receive school credit as well as the hourly wages paid other beginning workers.

A school central placement service channels information on job opportunities to the in-school placement counselors in each high school. The counselors then select students for the jobs on the basis of job descriptions and student qualifications.

The employer must agree to cooperate with the school in teaching the skills and technical information which will enable the trainee to become a proficient employee in that business or industry.

The counselors arrange the students' schedules so that the students can spend part of the school day on the job. In addition, students are

required to follow a plan of related instruction in school. For example, those working in the area of office occupations take office practice; those working in the area of sales and retailing take a sales course; and those working in the area of trades and industry take appropriate industrial arts courses. There are diversified related instruction courses offered for students working in other specific areas.

The central placement service also acts as a clearing house for jobs for high school graduates, junior college students, and non-Co-op students looking for part-time work.

A citizens advisory committee meets periodically with the instructors and coordinators to help keep the program up-to-date.

Background—The Cooperative Occupational Training and Placement Service program began on a limited scale in 1948.

Programs for the Physically Handicapped

Highly trained teachers use the special facilities of the Durant-Tuuri-Mott Community School for programs for the physically handicapped.

Classes are offered for the following:

—Cerebral palsied children of preschool and school age
—Pupils with cardiac disorders
—Pupils with loss of hearing
—Partially sighted or blind pupils
—Pupils with orthopedic problems

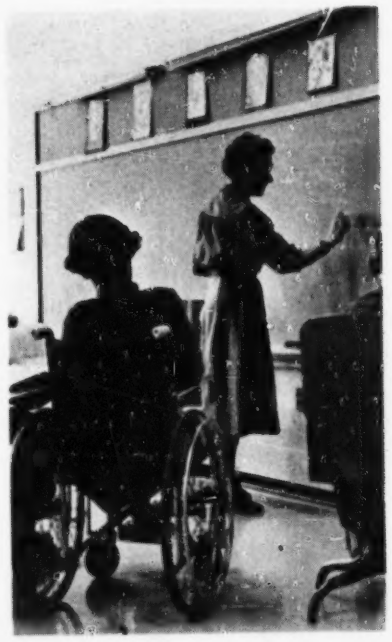
In addition, there is a program for the preschool blind children, and a citywide speech correction program. High school physically handicapped classes are given at Northern Community High School. Totally deaf children attend the Michigan School for the Deaf which is located here in Flint.

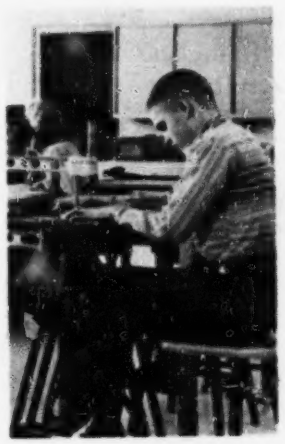
Durant-Tuuri-Mott Community School also conducts many evening and Saturday classes for physically handicapped adults and for parents of the physically handicapped.

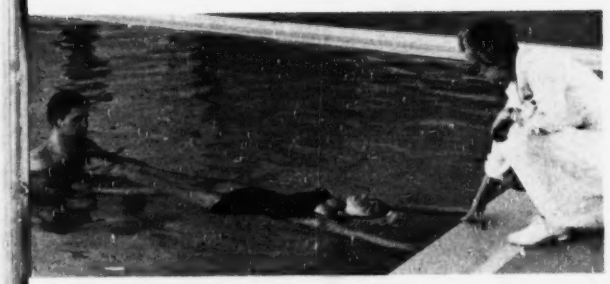
Background — The physically handicapped program, originally housed at Hazelton Elementary School, began in 1927.

Facilities — A generous gift of $500,000 by the president of the Mott Foundation, Charles Stewart Mott, made possible the construction of the Tuuri-Mott special education wing at Durant Elementary School in 1958. It includes three orthopedic classrooms, two physical therapy rooms, an occupational therapy room, a cerebral palsy nursery, and a therapeutic swimming pool.

Housed along with regular elementary school classes in the old building are two classes for the partially deaf, a Braille class, two classes for the partially sighted, a class for the multiple handicapped, and a special speech correction clinic.







Programs for the Mentally Handicapped

Flint schools provide Type "A" classes for the lesser retarded child and Type "B" classes for the severely mentally handicapped child. The degree of retardation is determined by testing and observation, and children are placed in the room where they can be most helped.

The Type "A" classes operate from grades 3 through 12 and include many students from outside the City who have no program available to them in their local communities.

A child who is placed in a Type "B" class may stay for two years. During this time, conferences are held with the parents to help plan the child's future. If at the end of this time there is enough improvement, he may go to the "A" room. If not, he is dropped from the program.

Flint public schools have had classes for the mentally handicapped since 1914.

Guidance

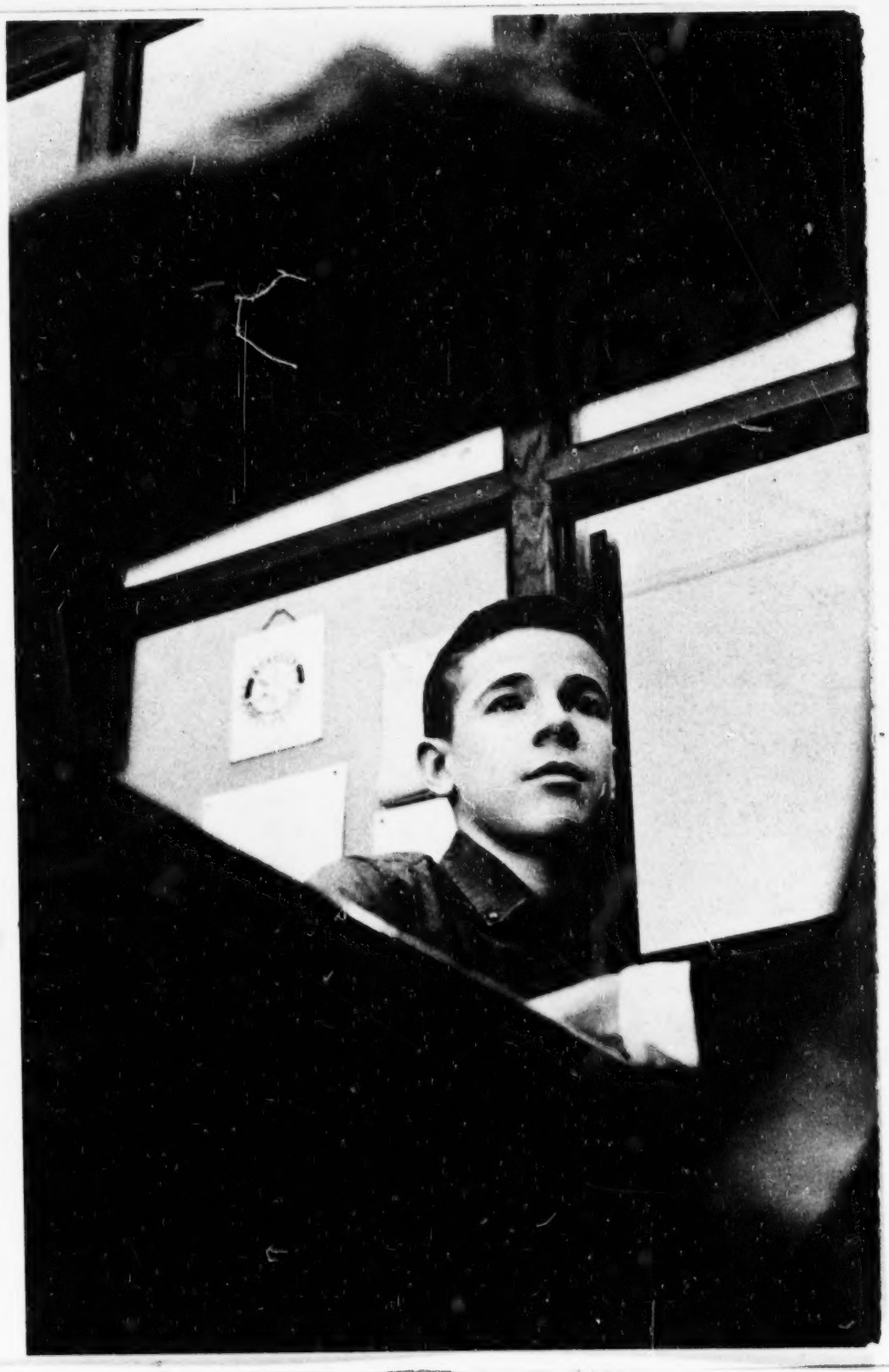
COUNSELORS — Modern counseling services are available to each student on the secondary level. Counselors help students prepare their academic programs and counsel them on social, emotional, and personal problems.

ECONOMICS OF OUR COMMUNITY PROGRAM — The Economics of Our Community Program is designed to provide students with a knowledge of the productivity of their community and to guide them in their choice of careers within the existing economic framework. Its guidance and educational functions are important preliminaries to the Cooperative Occupational Training Service.

A full-time editorial writer prepares three to four brochures yearly as part of a "Work We Live By" series. The brochures are printed in an attractive format with photos, charts, and graphs, and cover such subjects as *Flint and Transportation, Flint's Banks Serve Us All,* and *Buick Motor Division.* Emphasis is put on job opportunities in each area covered. Lists of jobs and predictions of availability are given to help students plan ahead.

The editorial writer works first with a committee of the business or industry people concerned in the report, then with a teacher committee which checks to see that the material is usable for the classroom. The original suggestion for the program came from a Flint Community Junior College curriculum study committee in 1953.

COLLEGE-CAREER-ARMED FORCES DAY — For one day each year high school students are rescheduled to participate in a series of lectures and interviews given by representatives of colleges, the Armed Forces, and various vocational and career areas. In addition, each stu-



Forces, and various vocational and career areas. In addition, each student is scheduled to spend one hour visiting the Career Carnival. The Career Carnival consists of a series of booths representing general occupational areas. The booths are set up by local businesses, industries, and professional organizations to acquaint high school students with the job opportunities in specific areas. Each booth is staffed by people working in the field, and students are encouraged to ask questions.

Testing

Kuhlmann-Anderson Test B

Sixth Edition

The testing program is designed to help teachers place children in the proper program and environment. It is the key to the success of the entire program for taking care of individual differences.

Intelligence tests are given in the 2nd, 7th, and 10th grades, and achievement tests are given in the 3rd, 6th, 8th, and 11th grades. These tests, along with other special tests, teacher judgment, classroom achievement, and in some cases parental consent, determine the placement of children in the special instructional programs.

Special tests used for placement purposes include the following:

—Metropolitan Reading Readiness Test — given to kindergarten children to help place them in the primary cycle

—Stanford-Binet Intelligence Test and Wechler Intelligence Scale for children — used for placement in special education rooms

PRINCETON, NEW JERSEY

DOUST, INC.

ROSE G. ANDERSON.

New Stanford Achievement Test

By TRUMAN L. KELLEY, GILES M. RUCH, and LEWIS M. TERMAN

PRIMARY EXAMINATION: FORM X

FOR GRADES 2-3

College Aptitude, General

Is your median 55 or high

FACT Tests:
4 — Reasoning
5 — Vocabulary
7 — Judgment-Comprehen
13 — Expression

—Schorling-Clark-Potter Arithmetic Test — given in 7th, 8th, and 9th grades to determine pupils' grasp of arithmetic fundamentals and to help in placement of students in basic mathematics in the 10th grade

—Orleans Algebra Prognosis Test — used for placement of children in the algebra course

—Gates Reading Survey — given to junior and senior high pupils to determine placement in special reading sections

—Stanford Achievement for Elementary and Intermediate — given to all pupils attending the summer arithmetic and reading improvement classes

—Flanagan Aptitude Test — given to all 9th graders to aid in counseling for placement in the technical program or the intensives program, and for other occupational and educational planning and placement.

The testing results are recorded on the pupils' cumulative records along with other pertinent information.

Our Plan for Experimentation

Some characteristic features of Flint's program for experimentation:

1. The process of adopting a new program is evolutionary rather than revolutionary, with most programs beginning as pilot projects and, if successful, being instituted on a systemwide basis.

   The primary cycle was begun first as a pilot project at Washington Community School in 1956 and then at Gundry Community School in 1957. In 1958, the Flint Board of Education authorized the administrative staff to institute the primary cycle in all schools.

   The talented child program points up another aspect of the orderly process of change. The program began in 1954 in the upper elementary grades, moved into the junior high school two years later, and in 1958 was extended into the high school in the form of an intensives and advanced college credit program.

2. The design of a new program is the result of extensive research, careful study of the experiences of other school systems, and maximum parent and teacher participation.

   During the preliminary planning for the new special education facilities, many authorities were consulted and many visits were made to observe programs and facilities in other parts of the Country.

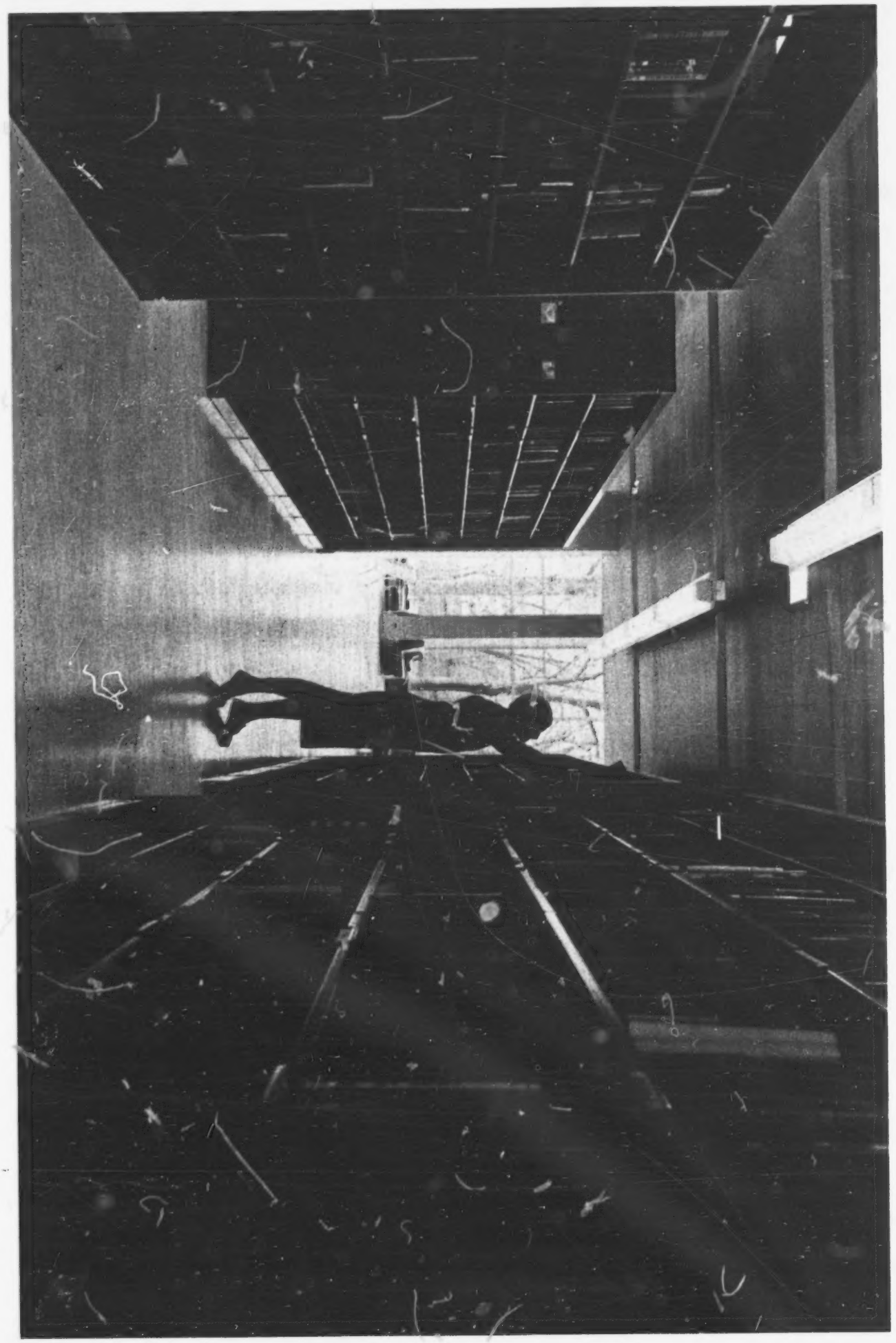
   Elementary school PTA and teacher groups spend a full year preparing for the introduction of the primary cycle in their schools.

3. Programs are constantly being evaluated.

   The Flint Board of Education authorized a curriculum survey of its instructional program by a management consultant firm during the 1958-59 school year.

   Study committees made up of teachers, parents, and administrators constantly survey the schools' instructional program.

4. The Mott Foundation, a private philanthropy which channels its funds directly through the local Board of Education, provides "risk capital" with which the Board can set up experimental pilot projects.



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